U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. Dave Gross

Official School Name: Resurrection School

School Mailing Address:
4300 Asbury Road
Dubuque, IA 52002-0414

County: Dubuque State School Code Number*: 8136

Telephone: (563) 583-9488 Fax: (563) 557-7995

Web site/URL: www.holyfamilydbq.org E-mail: DBQE20@arch.pvt.k12.ia.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Jeff Henderson

District Name: Holy Family Catholic Schools Tel: (563) 582-5456

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Tom Flogel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2003.

6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[X] Small city or town in a rural area
[ ] Rural

4. _4_ Number of years the principal has been in her/his position at this school.

___ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**7**			0
K	25	25	50	**8**			0
1	22	19	41	**9**			0
2	19	30	49	**10**			0
3	24	23	47	**11**			0
4	26	20	46	**12**			0
5	31	23	54	**Other**			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					287

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
1	% Asian
0	% Black or African American
2	% Hispanic or Latino
	% Native Hawaiian or Other Pacific Islander
97	% White
	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	3
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1.	287
(5)	Total transferred students in row (3) divided by total students in row (4).	0.017
(6)	Amount in row (5) multiplied by 100.	1.742

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 19

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0 %

Total Number of Students Served: 1

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	1	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	12	0
Special resource teachers/specialists	4	4
Paraprofessionals	6	5
Support staff	2	0
Total number	25	9

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **24 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	97%	98%
Daily teacher attendance	96%	95%	89%	97%	98%
Teacher turnover rate	0%	5%	9%	20%	12%

Please provide all explanations below.

Daily teacher attendance during the 2005/06 school year was at 89% due to an extended leave by one teacher.

Teacher turnover rate for the 2004/05 school year was 20% due to the Holy Family Catholic School system building a middle school and closing two elementary sites.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Since the doors opened in the fall of 1961, Resurrection School has offered an outstanding tradition of high academic achievement. Based on the Holy Family Catholic Schools' mission statement, school atmosphere focuses on teaching a rigorous academic curriculum and fostering a community of faith while nurturing the gifts of each student. Partnering with parents and parish, personal excellence is promoted through faith formation, life long learning, stewardship and civic responsibility. A number of students are children and grandchildren of former students, evidence of a strong faith community.

Resurrection began as a rural parish elementary school. In 2001 Resurrection joined the Holy Family Catholic Schools system through a reorganization of Catholic education in Dubuque. When a consolidated middle school was formed in 2005, Resurrection became a K-5 two-section school. Preschool and daycare centers on site serve approximately 60 children.

The well-rounded curriculum includes religion, reading, language arts, math, science, social studies, music, art, physical education, guidance, technology, and Spanish. Students attend a weekly school Mass and serve as liturgical ministers. They participate in service projects using their time and talents to help others. Daily environmental practices foster good stewardship of world resources.

Grades 3-5 place at the upper 90th National Percentile Rank (Iowa Test of Basic Skills) in reading, math, and composite scores. Teacher retention remains strong with many faculty members serving the school for ten or more years. Five of Resurrection's teachers have received the Gold Star Award for Outstanding Teaching, sponsored by the R. J. McElroy Trust and KWWL, an area television station. Three teachers have been recognized as the local "Teacher of the Month."

A dynamic Community of Faith contributes significantly to Resurrection's success. Each school day begins with "Sacred Time" for prayer and religious instruction. Scripture comes alive through weekly Gospel instruction and discussion; all curriculum areas are infused with Gospel values. Older students pair with younger children as pew buddies for Mass attendance, offering good example and guidance. Buddies, likewise, meet during the year for community building activities. Faculty members gather once a week to pray and discuss articles in the diocesan newspaper.

In January 2006 Resurrection became the first parochial school in Dubuque to earn the Green Vision Education Award from the Dubuque Metropolitan Area Solid Waste Agency. Initiated by various agencies in the Dubuque community, the program recognizes schools for their efforts in sustainable natural resource management and pollution prevention.

Strong parent support and a dynamic parish community are two more factors in the success of Resurrection, offering activities beyond the regular school program. The Parent Association sponsors events such as a Halloween dance, spring carnival, Grandparents Day, skate parties, and grade level activity/family nights. Several activities are at minimal or no cost, giving families opportunities to meet for food, fellowship and fun while strengthening the bond within the school family. The school benefits from a strong relationship with parish staff. Both pastor and deacon participate with the school through liturgies, classroom visits, and school/church events. Success at Resurrection can be summarized by the following parent comment: "I feel confident in saying that as my children progress, I know they are individually cared for and about in their educational lives, but also in their character, morals and decision-making processes."

The nature of the community changed over the years from mainly rural to primarily suburban. Unchanging items, however, prevail: basic Catholic teachings, striving professionals, strong leadership, interested parents and successful students, adding up to a kind of school prototype, not in terms of the physical plant, but in

terms of the commitment, dedication, risking, growing, and giving of those involved, a place worthy of Blue Ribbon School status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The web site where information on the state assessment system may be found is http://www.aea10.k12.ia.us

Careful analysis of the assessment data occurs each winter at Resurrection School. This analysis examines data at both a macro and micro level. The five years of reading and math data provided in the data tables exhibits a consistent pattern of high achievement by students in grades 3 through 5.

When evaluating the statistics from a macro perspective, data indicates a steady five year pattern of average student percentile scores in the middle 80's of National Student Norms; this, in turn, places the school in the 97th percentile on National School Norms. The consistency of the National Percentile Ranks among the reading and math scores; however, necessitates digging deeper into the data to use National Grade Equivalency scores, thus seeking noteworthy trends.

An analysis of the Iowa Test of Basic Skills (ITBS) for the past five years of National Grade Equivalency scores in reading shows an average growth from grade three to four of one year, six months; an expected growth would, of course, be one year. The average growth from grade four to five on the same test is one year, four months. Such growth is seen not only in the area of reading, but also in math; grade three to four achieved an average growth of two years, while grades four to five experienced an average growth of one year, six months.

An analysis of data was also conducted using achievement indicators. A designation of "Low" means below the 40th percentile; "Intermediate" includes 40th percentile to the 90th percentile, and "High" equals above the 90th percentile. Resurrection School trends become evident in the small number of students scoring in the low category. The data for the reading tests over the past five years indicates an average of fewer than three students at the fourth grade level scoring below the 40th percentile. The data for the math subtests indicates an average of fewer than two students at the fourth grade level scoring below the 40th percentile.

Additional data analysis reveals that a very high percentage of students perform at the high level in both the reading and math subtests of the ITBS. A five-year mean score indicates that an average of more than 33% of the students at the fourth grade level performed at the "high" level in reading. Similarly, more than 46% of the students in grade four performed at the high level on the math subtests.

When evaluating data from a micro perspective, Resurrection analyzes statistics that compare the Cognitive Ability Test scores with the ITBS scores. This data compares the achievement scores with individual student ability, providing an expectancy score, which shows how students achieve in keeping with their ability. The majority of students consistently achieve scores matching their ability levels. In 2007, by way of example, 93% of students in grades three through five met their reading expectation score and 91% met their math expectation.

While not a required test the state of Iowa, Resurrection School uses Dynamic Indicators of Basic Early Literacy Skills (DIBELS), an individually administered test, to provide standardized data on early reading skills for students K-2. This information, calculated three times a year, demonstrates areas of student strengths and weaknesses, growth charts, and confirmation of appropriate groupings, all of which contribute to differentiated instruction.

A satisfactory explanation for the high achievement among students at Resurrection School might be accounted for in the comprehensive curriculum, parental interest and support, differentiated instruction, high attendance records for teachers and students alike, a consistent problem solving design, and strong school leadership. High scores result from these strong roots.

2. **Using Assessment Results:**

The Problem Solving Team functions as the primary group to review student assessment results. This team consists of the principal, counselor, at-risk teacher, literacy coordinator and grade level teachers. The classroom teachers present to the team students in need of assistance, reviewing the Cognitive Abilities Test (CogAT) scores and current Iowa Test of Basic Skills (ITBS) scores, looking at possible discrepancies between ability and performance. The CogAT and ITBS scores are then contrasted with the student's current reading and math scores on unit tests, noting if performance remains consistent. (Any student performing below the 40th percentile on ITBS tests is automatically referred to the team.)

Based on discussion in the problem solving team, a plan of action is formulated and accommodations are recommended. The plan is then implemented, monitored for progress and results presented at subsequent problem solving meetings. (Teachers determine how the monitoring will take place.) The principal reviews progress with the teachers during "pacing" meetings, which occur between problem solving dates. The literacy coordinator or at-risk teacher may need to retest at specific intervals determining how the baseline data compares with subsequent test scores to verify rate of progress.

In the writing area, rubrics are used on a regular basis, helping students to self assess, see their own progress and contribute to classroom data. Classroom and special reading teachers periodically test students on word skills being taught, the application of comprehension strategies, and fluency performance. The at-risk teacher and the classroom teachers, likewise, monitor math tests, noting specific competencies, problem solving skills and overall math performance.

Assessment results reflect previous instruction and set the stage for new directions in learning, serving as data for evaluation of both teaching and learning, while underscoring student achievements and further needs.

3. **Communicating Assessment Results:**

Resurrection School communicates assessment results using a variety of methods. Beginning with standardized tests Iowa Test of Basic Skills (ITBS) and Cognative Abilities Test (CogAT) parents are invited to meet with the principal to interpret student's test results. The principal also meets with each student to explain individual test results, making an effort to encourage underachieving students. During parent-student-teacher conferences teachers discuss student performance on standardized tests along with other aspects of achievement. Results of each school's ITBS appear annually in the local newspaper.

Teachers send home curriculum-based rubrics, tests, and scores for: reading units, spelling, math chapter tests, social studies and science assessments, usually for a parent signature. Teachers may share other scores with students and then keep data in a student folder for conferences. Traditionally Resurrection boasts 100% parent attendance at fall and spring conferences.

This year parents scheduled their personal conference dates and times online. Accommodations are always made for divorced families, including double conferences, testing data and conference information mailed to out-of-town parents, and long distance conference calls when deemed necessary.

Teachers use a variety of means to communicate ongoing student progress and concerns with parents. Classroom teachers and specialists regularly contact parents through phone calls, emails, and notes. Students

in grades 2-5 use assignment notebooks, which serve as a daily communication tool with parents.

Resurrection School sends a representative to the Holy Family School Improvement Advisory Committee (SIAC). This committee, comprised of teachers, parents and community representatives, regularly discusses assessment results.

Ongoing assessment offers pertinent information, which drives instructional designs and practice regimes. While this data directs classroom teachers, it maintains a high profile with parents, as well. Resurrection School strives to serve student and parent cliental with respect and adequate assessment information.

4. **Sharing Success:**

Resurrection School, seen as a leader among the Holy Family Catholic Schools, shares successes with others. Seeking school improvement through new initiatives represents a mode of operation for Resurrection.

A recent example of sharing came out of Resurrection's increased kindergarten enrollment, following the prekindergarten offerings. In early winter parents and children (names from the parish baptismal rolls) receive invitations to tour the school, meet school personnel, and discuss with a teacher their child's readiness assessment results of that day. Shortly thereafter other Catholic schools followed the same program with similar results.

Last year Resurrection School implemented the research-based Olweus Bullying Prevention Program. This course enables staff to identify times and places where bullying most frequently occurs. Strategies to diminish bullying receive attention in classroom meetings with a major focus on the role of the bystander. Resurrection principal and teachers shared concepts and results with other Holy Family Catholic School staff.

As the first parochial school in Dubuque to earn the Green Vision Award, Resurrection takes seriously the responsibility to continue "green education" among school and community members, offering practical suggestions for reducing, reusing and recycling. Now, two years later, the Holy Family system reports individual school's "green" progress.

The school's literacy coordinator presents workshops on reading instruction to teachers at schools, both in and outside of Holy Family Catholic Schools. Teachers from other schools visit Resurrection's primary classrooms to observe guided reading rotations and the use of learning stations.

The parent association networks with other parent associations to share strong communication strategies and fundraising ideas/social activities. In the event that Resurrection School receives the Blue Ribbon Award, the parent association and school staff will hold a school assembly and prayer service, inviting school board members, local media, parents and community leaders, much like the publicity plan for the Green Vision Award.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Resurrection School curriculum follows Archdiocesan Grade Level Expectations based on the McREL document, correlated with national standards. Grade Level Expectations guide instruction and evaluation; Bloom's Taxonomy serves as a model for higher-level thinking.

Religion class, known as "sacred time," finds first place in daily schedules. The focus is on doctrines, beliefs and basic principles of the Catholic faith. Emphasis is placed on practices of these beliefs in our students' daily lives. Group prayer and liturgy planning are part of "sacred time."

Technology for the 21st century, the curriculum focus for this year, offers teachers in-service, updated equipment in classrooms and new efforts toward incorporation of cross curricular projects. Students utilize the lab for content projects and presentations, applying different types of technology, guided by the computer specialist.

Math is taught in large and small groups. Student are challenged according to their abilities. Problem solving offers the context for teaching basic computation. The program places emphasis on the importance of math in daily life.

The social studies curriculum is correlated to the National Council for Social Studies Standards. The reading support component strengthens student understanding of the social studies content. Citizenship skills, taught throughout the program, use real-life examples.

An inquiry based, cooperative learning program, the K-5 science curriculum covers a broad scope of the sciences (physical, life, earth science, space and health). Students attend field trips that coordinate with units covered throughout the year. In 2006, two science teachers initiated the school's participation in earning the designation of a Green Vision School. A student Environmental Club addresses Green Vision initiatives: water conservation, composting lunchroom scraps, and cultivating a garden on school property.

Visual art, taught by a specialist, designates a program that lets students explore their creativity while learning the basic elements and principles of art. Students learn art history and appreciation by studying different artists and art pieces. Using a wide range of media and materials, students actively engage in weekly projects involving a specific skill. New talents are discovered and artwork is displayed in the hallways and at art shows.

Music, a strong component of the curriculum, includes a sound basic education in music elements. The music specialist provides performance opportunities throughout the year with large and small group community presentations. These presentations combine cross-curricular content with music concepts: earth and environment, fair treatment of others, the Christmas story, multicultural focus, and Iowa: A to Z, which was written by students and teachers. Liturgical music, a regular component of music curriculum, gives all students the opportunity to serve as music ministers for school liturgies.

Taught by a certified Spanish instructor, students in grades K-5 enjoy class once a week. They learn basic vocabulary words and phrases. Different cultural customs and festivities from Spanish-speaking countries offer occasions for classroom celebrations.

Guidance aids students in becoming productive members of the larger community. The full-time certified guidance counselor assists students with friendship skills, conflict resolution, decision-making, work

completion and at times of loss. All staff, trained in the Olweus Bullying Prevention Program, incorporate anti-bullying themes across the curriculum to change negative norms and behaviors.

Physical Education actively involves all students. They focus on understanding, developing and demonstrating fundamental skills and rhythmic concepts. A wellness strand exists throughout the grades. Under the direction of a certified teacher, students use a combination of cognitive and physical skills in daily class activities.

Curriculum provides the framework for each school day, informing parents, guiding teachers and enriching students. Together parents, staff and students strive to create a vibrant learning community environment.

2a. **(Elementary Schools) Reading:**

Resurrection School historically invests in sound reading programs, demonstrated in curriculum choices, well-prepared teachers, administrative support and parent enthusiasm. Eleven years ago Resurrection hired a full-time at-risk teacher and a full-time literacy coordinator, honoring the research regarding early intervention.

The core of our current curriculum comes from the Houghton-Mifflin program chosen for our system because of its integrated language arts approach and its philosophy of both large and small-group instruction. Large group teaching provides the opportunity for students to learn basic grade-level vocabulary and language arts skills, whatever their individual achievement levels. The testing program offers options for ongoing assessment in terms of the program's skills and strategies

Additionally, teachers provide for small group needs using Houghton Mifflin's published sets of guided reading texts and leveled readers, designed to meet the needs of varied achievement groups.

In terms of reading development, K-5 word analysis skills begin with a strong read-aloud literature basis, phonemic awareness, stories and sight words. The program offers a particularly strong phonics emphasis in grades K-2, with grades 3-5 building on this primary foundation with more sophisticated phonics, structural analysis, dictionary and study skills.

Comprehension, the primary focus, is fostered from K-5 with on going attention and emphasis. Each grade level assumes responsibility for a list of comprehension strategies, which are taught, assessed and re-taught, as necessary.

Throughout the school regular (grade-level) problem-solving meetings are held in which teachers share standardized test data and classroom performance of their students. Teachers, principal, guidance counselor, at-risk teacher and literacy coordinator share ideas and resources to assist less successful students.

Classes with the at-risk teacher and the literacy coordinator offer students specific instruction to meet decoding, fluency, or higher-level comprehension skills needs. Time and teaching provide focused attention on reading as a life skill!

2b. **(Secondary Schools) English:**

This question is for secondary schools only

3. **Additional Curriculum Area:**

The technology curriculum at Resurrection School focuses on helping children prepare for active participation in an ever-changing world. The mission of Resurrection School encourages the development of the whole

person and preparation for life skills.

Beginning in kindergarten, students work toward a foundation in keyboarding. As they advance in keyboarding skills and grade levels, interdisciplinary curricular projects provide opportunities for learning a variety of software applications.

Third grade students begin practical application of keyboarding skills with a research project on a favorite saint, using Appleworks and Photo Booth. Fourth graders use Wikipedia and Apple Dictionary to identify, describe and locate various landforms in the United States. Creation of podcasts using iPod and GarageBand enhance a fourth grade science/technology project for second semester. These science projects will make a significant contribution to the school's efforts for obtaining the Green Vision Watershed patch, acting as keynote presentations on the school website. Students in grades three to five and their parents receive information on StarrMatica, an Internet program which enables students to practice and test a variety of math and language arts skills.

Students have the opportunity to learn the following software applications, depending upon the project assignment: Apple Life (Keynote, GarageBand, iMovie, iDVD, iPhoto, iTunes) as well as Microsoft Applications (Word, PowerPoint, and Excel).

Teachers incorporate more technology in classrooms each year; this year includes mimio boards and LCD projectors connected to computers. "Clickers," presently used for math quizzes, religion tests, language arts instruction and review classes, provide for total class participation/involvement. Grant money allowed the purchase of 14 new laptops and a cart, making it possible for teachers to utilize the equipment in their classrooms for various curriculum related projects. Thus Resurrection School attempts to move from a traditional learning environment to one that embraces and encourages student technological empowerment.

4. **Instructional Methods:**

At Resurrection School a conscious effort is made to attend to students' abilities, interests, strengths and needs, learning styles and preferences. Differentiation remains an integral part of Resurrection curriculum, assessments and teaching strategies

The at-risk program offers an opportunity to differentiate reading and math instruction. Student needs, determined by the problem solving team as "not met" in the classroom, are appropriated to the at-risk teacher, who uses individual tutoring or small group teaching. The principal, likewise, meets daily with an advanced fourth grade math group as part of the school's efforts to attend to gifted and talented children. Students in K-2 meet daily with the literacy coordinator.

Associates and parents help classroom teachers, providing assistance in classroom management, answering student questions and directing students in staying on task during independent work time.

Differentiation is evidenced throughout the school. In kindergarten, for example, students who read early have the opportunity to participate in the Accelerated Reader Program. Learning center activities provide for different levels of performance in math and reading. While some students focus on recognition of numbers others are actively adding and subtracting.

Third graders use individualized spelling activities based on words misspelled in daily writing. Fifth graders have the opportunity to participate in a book club, meeting weekly with the librarian during lunch hour.

Inquiry-based tasks and flexible groupings enable science students to help one another. Students choose their role in the group. They set up the experiment, change the variables or record data, while learning problem solving and reliance on the group for success.

"Flexible grouping/differentiated instruction" remain watchwords at Resurrection, where teachers attend in-service sessions, share ideas, and strive to increase opportunities for varied groupings and projects. The augmented goal of increased differentiation, nevertheless, continues to loom large.

5. **Professional Development:**

Meeting the needs of all learners named the focus for professional development at Holy Family Catholic Schools. Assessment data determined that the professional development program should attend to differentiated instruction and using technology to improve learning opportunities for 21st century students.

Professional development sessions included multiple full-day workshops on differentiated instructional strategies, focused on the varying academic levels of students. Teachers received training from the University of Iowa Center for Gifted Education on the characteristics and best practices in gifted education.

Classroom teachers met regularly in grade level groups across the Holy Family system to share ideas and discuss differentiation in teaching. Grade level teachers, likewise, met across the system each year in preparation for choosing new curriculum materials.

In addition to differentiated instruction, 21st century learning skills in technology provided an additional focus of professional development. Multiple all-day sessions demonstrated the integration of technology into the classroom as a tool for improving classroom instruction.

Over and above whole staff in-service days, a significant number of Holy Family staff continue to participate in the Archdiocese of Dubuque's nationally recognized Technology Curriculum Leaders program. This program focuses on training teachers in the concepts of problem based teaching, brain based learning and action research in the classroom.

Assessment data shows an increase in individual student performance levels as measured by the Iowa Tests of Basic Skills, indicating a positive relationship between professional development opportunities and student learning.

Resurrection initiated The Olweus Bullying Program with a two-day training session in the fall of 2006. This ongoing program, with attention on the individual student, offers both a prevention and a problem-solving format. Regular classroom meetings strengthen awareness on the part of teachers and students. Based on research, the goal focuses on changing norms and behavior, while providing the means to create a safe environment for staff and students.

6. **School Leadership:**

Resurrection School is one of five elementary schools in the Holy Family consolidation, each building with an on-site principal. Mr. Gross, Resurrection School principal, demonstrates instructional leadership through active involvement with students, staff and parents. Regular classroom visits, pacing meetings and formal observations provide specific information regarding teacher instruction and student participation. Teachers are evaluated using the Iowa Teaching Standards and support staff actively participate in regular meetings and annual reviews. Professional development, planned at district and local levels, strives to meet the varied needs of school personnel.

Quarterly "Pacing" meetings provide the opportunity for Mr. Gross to meet with individual teachers to discuss

student progress in all curriculum areas. Reading and math groups are evaluated and interventions planned. Specific progress is shared at subsequent meetings based on data recorded.

Mr. Gross confers annually with individual students regarding results of the Iowa Test of Basic Skills (ITBS), as well as twice a year to discuss individual progress reports, sharing successes and encouraging progress. Parents are, likewise, offered the opportunity to discuss ITBS scores/student progress with the principal. The principal's door remains open for parent consultations, meetings and school tours.

Problem solving brings another tool to ensure student success. Teachers meet on a rotating basis with the principal, counselor, reading teacher and at-risk teacher to identify student needs and suggest accommodations. Students (grades 3-5) falling below the 40th percentile on ITBS are deemed at-risk and given particular attention. Needs of students in K-2 are identified using standardized data from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as well as scores from unit tests in reading and math. Documentation of standardized data, unit tests and problem solving reports are available on the school's computer server. "What is best for the student?" proffers the defining question and formulates the bottom line in Resurrection School leadership!

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes **X** No

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

$1945	$1945	$1945	$1945	$1945	$1945
K	1st	2nd	3rd	4th	5th
$0	$0	$0	$0	$0	$0
6th	7th	8th	9th	10th	11th
$0	$0				
12th	Other				

4. What is the educational cost per student? $ 5653 (School budget divided by enrollment)

5. What is the average financial aid per student? $ 717

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
 4 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction?
 54 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 3 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	81	76	84	86	81
Number of students tested	43	50	46	53	56
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 3 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	82	81	83	85	81
Number of students tested	43	50	46	53	56
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 4 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	88	90	90	92	87
Number of students tested	54	47	47	53	52
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 4 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	84	87	87	84	85
Number of students tested	54	47	47	53	52
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 5 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	89	92	87	86	88
Number of students tested	50	44	52	53	46
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 5 Test: Iowa Test of Basic Skills
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Average Score	86	86	84	89	87
Number of students tested	50	44	52	53	46
Percent of total students tested	100	100	100	100	100
Number of studentds alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

---------- **END OF DOCUMENT** ----------